

Report of the Accreditation Re-visit to Phillips Graduate Institute

April 2, 2009

Overview:

This item is a follow-up of the accreditation visit to Phillips Graduate Institute that was conducted March 31 to April 2, 2009. This item provides the report of the re-visit team and recommendations regarding the stipulations and the accreditation status.

Staff Recommendations

1. That three of the five stipulations from the 2008 accreditation visit be removed.
2. That the accreditation decision, ACCREDITATION WITH TECHNICAL STIPULATIONS, be continued for an additional six months.

Background

A COA accreditation team conducted a visit at Phillips Graduate Institute on May 12 - 15, 2008. On the basis of the accreditation team report, the COA made the following accreditation decision for Phillips Graduate Institute and all of its credential programs: ACCREDITATION WITH TECHNICAL STIPULATIONS.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. The institution prepared a document indicating how the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The institution prepared an interview schedule for the constituencies identified by the team. The re-visit was conducted by one of the original team members and CTC staff consultant. After the interviews on campus, the team prepared an accreditation report that was presented to the institution. It will be provided to the Committee on Accreditation for consideration and action.

Following are the stipulations from the original accreditation visit and the Re-Visit team's recommendations:

| Stipulations from the 2008 Visit | Re-Visit Teams Recommendations |
|---|--|
| <p>That the unit provides written evidence that all Common Standards less than fully met are now met.</p> <ul style="list-style-type: none"> a. That the unit provides written documentation that sufficient personnel resources are allocated to each of the credential programs to insure their effective operation. b. That the unit provides written evidence that district representatives and credential holders work in conjunction with the institution to develop the school counseling and school psychology internship programs and related program evaluations. The unit needs to provide written evidence that a plan has been developed with related program evaluation criteria. c. That the unit provides written documentation noting admission requirements for school counseling and school psychology internship programs. The unit needs to provide printed materials to candidates describing admission requirements for the school counseling and school psychology internship programs. The unit needs to provide documentation regarding the steps which school psychology and school counseling internship candidates must take to complete a counseling or psychology credential. d. That the unit provides written documentation that there are individual plans for mentoring, support, and professional development for each internship candidate (school counseling and school psychology). The unit also needs to provide evidence of collaboration with employing school districts to develop the individual plan. | <p>Removal of stipulations 1a, 1b, and 1d.</p> <p>Maintain stipulation 1c related to admission requirements.</p> |
| <p>That the unit provides evidence that the school counseling program is coordinated effectively in accordance with a cohesive design that has a cogent rationale.</p> | <p>Continue Stipulation</p> |
| <p>That a focused revisit takes place in one year, primarily focusing on the school counseling program design (Generic Standard 1: Program Design, Rationale and Coordination).</p> | <p>Change the stipulation for a revisit from one year to six months.</p> |

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM RE-VISIT REPORT**

Institution: Phillips Graduate Institute

Dates of Re-Visit: March 31 to April 2, 2009

**Original
COA Accreditation
Decision:** ACCREDITATION WITH TECHNICAL STIPULATIONS

Re-visit Team Recommendations

The team recommends:

1. That some stipulations from the 2008 accreditation visit be removed and others be amended.
2. That the accreditation decision remain the same, ACCREDITATION WITH TECHNICAL STIPULATIONS.

Rationale

Based upon the Institutional positive response and substantial progress toward removal of the Stipulations, review of supporting evidence and interviews with faculty members, institutional administration and students, the team determined that the institution has provided responses to most of the stipulations and made substantial progress towards meeting all the stipulations. In addition, the institution has addressed most of the standards less than fully met which were identified during the accreditation visit one year ago. **Common Standard 5: Admissions** and **School Counseling Program Standard 1: Program Design, Rationale and Coordination** are still "Met with Concerns"

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Staff: Joe Dear, Consultant

Below are listed the stipulations approved by the COA after the site visit in 2008 followed by the 2009 institutional response. Next are listed the revisit team findings and recommendations. After this section, the revisit team findings on the Common Standards and program standards are included.

Findings on Stipulations

Stipulation #1

That the unit provides evidence that all program and Common Standards less than fully met are now met.

- a. That the unit provides written documentation that sufficient personnel resources are allocated to each of the credential programs to insure their effective operation.**
- b. That the unit provides written evidence that district representatives and credential holders work in conjunction with the institution to develop the school counseling and school psychology internship programs and related program evaluations. The unit needs to provide written evidence that a plan has been developed with related program evaluation criteria.**
- c. That the unit provides written documentation noting admission requirements for school counseling and school psychology internship programs. The unit needs to provide printed materials to candidates describing admission requirements for the school counseling and school psychology internship programs. The unit needs to provide documentation regarding the steps which school psychology and school counseling internship candidates must take to complete a counseling or psychology credential.**
- d. That the unit provides written documentation that there are individual plans for mentoring, support, and professional development for each internship candidate (school counseling and school psychology). The unit also needs to provide evidence of collaboration with employing school districts to develop the individual plan.**

Institutional Response (2009)

The institution provided evidence related to all program and Common Standards that were not fully met during the initial site visit.

Revisit Team Finding

Through document review and interviews, the team confirmed that all but two standards: one program and one Common Standards are now fully met.

Revisit Team Recommendation

Revisit team recommends removal of stipulations 1 (a) That the unit provides written documentation that sufficient personnel resources are allocated to each of the credential programs to insure their effective operation, 1 (b), That the unit provides written evidence that district representatives and credential holders work in conjunction with the institution to develop the school counseling and school psychology internship programs and related program evaluations. The unit needs to provide written evidence that a plan has been developed with related program evaluation criteria, and 1 (d) That the unit provides written documentation that there are individual plans for mentoring, support, and professional development for each internship candidate (school counseling and school psychology). The unit also needs to provide evidence of collaboration with employing school districts to develop the individual plan.

The revisit team also recommends a continuation of stipulation 1 (c), that the unit provides written documentation noting admission requirements for school counseling and school psychology internship programs. The unit needs to provide printed materials to candidates describing admission requirements for the school counseling and school psychology internship

programs. The unit needs to provide documentation regarding the steps which school psychology and school counseling internship candidates must take to complete a counseling or psychology credential

Stipulation #2

That the unit provides evidence that the school counseling program is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Institutional Response (2009)

The institution provided evidence of action taken to address this stipulation in its response to School Counseling Standard 1: **Program Design, Rationale and Coordination**

Revisit Team Finding

After a revisit and review of the institutional program documents, including syllabi, course material, interviews with program coordinator and core foundation faculty, as well as first year student candidates in the program, the team found insufficient evidence that the program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Although progress has been made in first year foundations courses to reflect content and application of school counseling, evidence is inconsistent and not sufficiently concrete to successfully address the review team's stipulations noted in its report of May 14, 2008. While progress has been made in addressing the review team's concerns by revising syllabi to infuse school counseling content and application in first year coursework, such changes have been inconsistent and syllabi remain more clearly identified as MFT-relevant. Interviews with faculty and first year students provided insufficient evidence that the program is coordinated effectively in accordance with a cohesive design that clearly designates course content and application to school counselors.

Progress has been noted by the review team with the institution's "Case Conferencing" course that is to be taught by practicing school counselors. However, there is no clear evidence in documentation that this practice is institutionalized, nor is it visible in course modifications sufficient manner and consistency to address the review team's concerns noted in its report of May 14, 2008. Additional time may be necessary to fully address these concerns.

Revisit Team Recommendation

Revisit team recommends a continuation of this stipulation.

Stipulation #3

That a focused revisit takes place in one year, primarily focusing on the school counseling program design (Generic Standard 1: Program Design, Rationale and Coordination).

Institutional Response (2009)

The institution prepared for, and hosted a revisit to Phillips Graduate Institute on March 31 to April 2 2009. In preparing for the revisit, institution representatives maintained regular contact with the CTC consultant in charge of the revisit from May 2008 through March 2009.

Revisit Team Finding

A focused revisit was conducted during dates indicated above, and the team was able to gather

all documentary and interview evidence needed to address all Common and Program Standards that were found less than fully met in the May 2008 site visit.

Revisit Team Recommendation

That a focused revisit takes place in six months, focusing on the two stipulations above.

Re-Visit Team Findings on Standards

Common Standards

Findings on Common Standard 2 (2008)

Standard Not Met

Evidence from documents and interviews with students, employers, and faculty indicate that two individuals are primarily responsible for the following roles: faculty advisor, credential analyst, field placement coordinator, and faculty. Given the number of students in credential programs, the open enrollment structure, the geographical spread of the training sites, the advising, coordinating of the credential programs, overseeing field placement experiences and teaching assignments, the team is concerned that sufficient resources are consistently allocated for the effective operation of each credential preparation program.

Office space is provided for faculty and staff. The institution has a library for student use with access to multiple online databases. Candidates are also able to access the library databases remotely. The library has computer stations available for student use and the campus has a computer resource center with an additional ten computer stations. The campus is equipped with two-way mirrors for observation, video recording capabilities, LCD projectors, and televisions in every classroom.

Institutional Response (2009)

After the mid-visit report in 2008, the team received a statement from the institutions' President noting that that administrative leadership at Phillips Graduate Institute is in agreement that the staffing resources should be enhanced to ensure continued adequate mentoring and supervision of students. As a result, they established short-term goals to hire a .5 FTE core faculty for School Counseling and 1 FTE core faculty for the School Psychology program. In addition, they plan on hiring a .5 FTE administrative support for the school psychology program. At the 2009 revisit, the team confirmed the hiring of the new faculty and staff.

Revisit Team Finding

After the post visit review, the review team confirmed that staffing resources have been enhanced to ensure continuous, adequate mentoring and supervision of students. As a result, Phillips Graduate Institute has hired a .5 administrative support person to assume the Credential Analyst responsibilities, thus freeing personnel to provide additional student support and supervision. Additional faculty resources are now allocated to the school psychology and school counseling programs. This standard is now **MET**.

Findings on Common Standard 4 (2008)

Standard Met with Concerns

The team found insufficient evidence that district representatives and credential

holders work in conjunction with the institution to develop the internship program and related program evaluation. The team recognizes that the school psychology internship program is new; however, there is insufficient evidence of a plan for its development or evaluation.

Institutional Response (2009)

In preparing for the revisit, the institution provided documentary evidence showing that they had the meeting that was promised at the May 2008 review. They also produced the newly developed internship handbook. In addition they provided agendas and minutes reflecting the community advisory council's involvement in mentoring, evaluation and supervision of internship candidates.

Revisit Team Finding

After a post accreditation visit and a review of documents, faculty interviews, first year candidate interviews and consultation with program coordinators, the review team found that Phillips Graduate Institute has made significant progress toward addressing the review team's concerns reflected in the stipulations noted in the report dated May 14, 2008. The institution has made progress in defining roles and responsibilities of the Internship Advisory Council, has established qualifications for eligibility, has clarified admission and evaluation criteria when recommending a candidate to the Commission on Teacher Credentialing for issuance of an Internship Credential in School Counseling.

A review of the relevant documentation for the school psychology internship credential program, including interviews with the Program Coordinator, a review of the program handbook and establishment of procedural description and information available to students, has successfully addressed the concerns for this program. This standard is now **MET**.

Findings on Common Standard 5 (2008)

Standard Met with Concerns

The team found insufficient evidence of printed materials for candidates describing admission requirements for school counseling and school psychology internship programs. The team needs more evidenced regarding the steps which a school counseling or school psychology intern must take to accomplish or complete a counseling or psychology credential.

Institutional Response (2009)

The institution provided an outline highlighting the steps necessary to successfully enroll in a school counseling internship program. They also provided a copy of the internship credential handbook in addition to providing verbal communication regarding prerequisites for admission.

Revisit Team Finding

After a post accreditation visit and a review of documents, faculty interviews, first year candidate interviews and consultation with program coordinators, the review team found that Phillips Graduate Institute has made significant progress toward addressing the concerns reflected in the stipulations noted in the report dated May 14, 2008. However, the review team did not see sufficient clarity and institutional validation of appropriate steps proposed to address the stipulations. For example, the outline listing the steps necessary for admission into the internship credential program did not include a clearly articulated process to be admitted into the internship program. While significant progress has been made, completion and clarity of admissions criteria

has not been fully developed and await approval by the Phillips Institute's Administration. Additional time is therefore warranted to complete the process. This standard is **MET WITH CONCERNS**

Findings on Common Standard 6 (2008)

Standard Met with Concerns

The team found insufficient evidence that the faculty from the institution develop an individual plan for the mentoring, support and professional development of each intern (school counseling and school psychology). The team found insufficient evidence that the institution works in collaboration with employing school districts to develop the individual plan

Institutional Response (2009)

The institution provided a newly developed student handbook that included all necessary components of student advice and assistance.

Revisit Team Finding

Although no internship credential candidates are in the School Counseling Credential program, a review of program documentation in the Internship Credential Program, including interviews with program faculty and program coordinators, the team found sufficient evidence that the faculty from the institution has developed a program handbook that includes a plan for mentoring, support and professional development of each intern in school counseling and school psychology. Additionally, there is sufficient evidence of collaboration with school districts when needing to develop the individual plan. This standard is now **MET**.

School Counseling Credential Program

Findings on School Counseling Generic Standard 1 (2008) Standard Met with Concerns

The team found insufficient evidence that the school counseling program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation courses taken in the first year do not reflect sufficient integration or application of school counseling content. There is greater emphasis on Marriage Family Therapist (MFT) skills during the first year of the program.. The school counseling curriculum could better address school counseling standards across the entire two-year program. Candidates need to understand and identify their role as school counselors and know how to apply clinical skills in a school counseling context in contrast to an MFT perspective.

Institutional Response (2009)

The institution provided revised syllabi and course materials. They also provided verbal descriptions of faculty discussions concerning the need to more fully include school counseling into first year courses.

Revisit Team Finding

After a revisit and review of the institutional program documents, including syllabi, course material, interviews with program coordinator and core foundation faculty, as well as first year student candidates in the program, the team found insufficient evidence that the program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Although

progress has been made in first year foundations courses to reflect content and application of school counseling, evidence is inconsistent and not sufficiently concrete to successfully address the review team's stipulations noted in its report of May 14, 2008.

While progress has been made in addressing the review team's concerns by revising syllabi to infuse school counseling content and application in first year coursework, such changes have been inconsistent and syllabi remain more clearly identified as MFT-relevant. Interviews with faculty and first year students provided insufficient evidence that the program is coordinated effectively in accordance with a cohesive design that clearly designates course content and application to school counselors.

Progress has been noted by the review team with the institution's "Case Conferencing" course that is to be taught by practicing school counselors. However, there is no clear evidence in documentation that this practice is institutionalized, nor is it visible in course modifications in sufficient manner and consistency to address the review team's concerns noted in its report of May 14, 2008. Additional time may be necessary to fully address these concerns. This standard is **MET WITH CONCERNS**.